(v) (*a*) A candidate appearing for the B.A. or B.Sc. degree examination as above shall be granted exemption from attendance and examination in respect of the subject of the B.A. or B.Sc. degree course in which he shall have passed the Honours degree examination, preliminary or final, as the case may be, obtaining the following minimum percentage of marks:—

Compulsory English	...	35 per cent
Second Language	...	35 per cent
Minor subject	...	60 per cent
Major subject	...	40 per cent with the prescribed minima for groups, if any;

provided that a candidate for the B.Sc. degree examination shall be required to undergo the course for and the examination in the second paper of Compulsory English.

(*b*) A candidate appearing for the B.A. or B.Sc. degree examination as above shall be granted exemption from attendance only (but not from examination) in respect of the subject of the B.A. or B.Sc. degree examination in which he shall have undergone the Honours course but not passed in the examination as prescribed in the preceding clause (*a*), provided that a candidate who shall have secured in the Honours examination in the major subject less than 30 per cent of the marks shall not be exempted from attendance in the corresponding subject.

(vi) The classification of successful candidates shall be regulated according to Ordinance 76 and the note thereunder.

(Letter No. E. 2167—Uni. 14-37-1,2 dated the 26th January 1938, from the General Secretary to Government, Bangalore.)

By Order,
V. GOPALASWAMI AIENGAR,
Registrar.

DEPARTMENT OF PUBLIC INSTRUCTION

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE, BANGALORE.

Notification No. D. 69—37-8, *dated 7th February* 1938.

The following is the list of Urdu Text Books prescribed under "Urdu Optional Subject" for Middle School classes for the year 1938-39.

Urdu Optional Subject for Middle School Classes.

Serial No.	Name of book	Name of the author	Price	Publisher	Remarks
		II Year Class			
			Rs. a. p.		
1	Urdu-ka-Qaida for Mysore State, Part I.	Anjuman-e-Himayath-e-Islam, Lahore.	0 1 3	Muslim Book Depot, New Market, Bangalore City	Whole
2	Urdu-ka-Qaida for Mysore State, Part II.	Do ...	0 1 6	Do ...	Whole
		III Year Class			
1	Urdu-ki-Pahli Kitab for Mysore State ...	Anjuman-e-Himayath-e-Islam, Lahore.	0 4 9	Muslim Book Depot, New Market, Bangalore City.	For prose and poetry whole.
2	Urdu-ki-Doosri Kitab for Mysore State	Do ...	0 5 6	Do ...	Do 1st half
3	Jadeed-Urdu Khush-Khathi copy Parts I and II	Nikhath, Shahjehanpuri.	0 1 6 each part	Ilmia Book Depot, Mohamed Ali Road Bhendi Bazaar, Bombay No. 3.	Writing copy
4	Primary Urdu Grammar, (Revised Edition)	Moulvi Shah Abdul Hassan.	0 3 0	Muslim Book Depot, New Market, Bangalore City.	Grammar 1st half
		IV Year Class			
1	Urdu-ki-Doosri Kithab for Mysore State.	Anjuman-e-Himayath-e-Islam, Lahore.	0 5 6	Muslim Book Depot, New Market, Bangalore City.	For prose and poetry 2nd half.
2	Urdu-ki-Thisri Kithab for Mysore State.	Do ...	0 6 6	Do ...	Do whole
3	Primary Urdu Grammar (Revised Edition)	Moulvi Shah Abdul Hassan.	0 3 0	Do ...	Grammar—whole
4	Jadeed Urdu Khush Khathi copy Part III.	Nikhath Shahjehanpuri.	0 1 6	Ilmia Book Depot, Mohamed Ali Road, Bhendi Bazaar, Bombay No. 3.	Writing copy

MYSORE LOCAL EXAMINATIONS.

Notification D. No. 67-36—*E*2. 5173—36-37,

dated the 26*th January* 1938.

Government, having been pleased to sanction the institution of a special course in Nursery School Training exclusively for Women Teachers undergoing training, in their Order No. E. 866 Edn. 179-36-16, dated the 31st August 1937, modified by G. O. No. E. 2018—Edn. 179-36-19, dated the 15th January 1938, the scheme and the detailed syllabus for the Nursery School Training course as outlined below are published for general information.

2. The course for Nursery School Training will consist of one year and will be optional for women teachers who have passed the S.S.L.C. or any other equivalent Examination, or who have passed the First V.T.C. Examination, the rules and regulations for which have been published in Notification D. No. 7-4—E2. 38-8 of 33-34, dated the 10th July 1934. The same scale of fees as are levied for the V.T.C. Second Examination, Theory and Practical, will be applicable.

3. This course will come into effect from the School Year 1938-39 in such of the Training Institutions as have the necessary facilities for beginning the course. The examination will consist of two parts, *viz.*, Theory and Practical and will be held according to the syllabuses appended below:—

(1) *Theory*—

(*a*) Aims and methods of Nursery Education.

(*b*) Psychology of early Childhood based on direct study of children of the Nursery School age.

(*c*) Hygiene—Personal, School and Social.

(*d*) Educational Handwork.

(2) *Practical*—

The Practical Examination will consist of (a) a test of the candidate's ability to prepare simple educative material and appliances and (b) a test of the candidate's ability to handle a group of children in a Nursery School.

The oral questions as to the aims and methods of Nursery School may be asked by the Examiners.

4. The first examination under this course will be held in the year 1939 on the same days as for the V.T.C. Second Examination for Theory and with the V.T.C. Final Examination for Practical.

DETAILED SYLLABUSES.

I. AIMS AND METHODS OF INFANT EDUCATION.

A. AIM OF INFANT EDUCATION—THE HARMONIOUS ALL-ROUND DEVELOPMENT OF THE CHILD.

(1) Physical Training:—The little child's need of activity and how to provide for it. Medical Inspection—Keeping records of child's physical growth and health.

(2) Social Training:—The give and take of school life. Right relationships. Anti-Social behaviour. Why we should never hold up a child to ridicule. The worker's part in guiding and suggesting.

(3) Nature Study—Gardening—Care of pets. Value of children's own garden. Natural objects of interest to small children and how to introduce them, *e. g.*, observation of birds and informal study of plants and their different parts—root, stem, leaves, flowers and fruit. Short talks about birds the children have observed and others they may look out for in going to and from school and in school excursions, etc.

(4) Language.—How language evolved as a means of expression. How a baby learns to speak. Importance of the mother-tongue. How good speech and clear thinking are interdependent. Speech defects and how to deal with them. Need to give opportunity for self-expression in speech before any letter symbols are introduced.

Discussion of weather and "news from home."

Story telling and its value—how to tell stories. What stories to tell—stories and pictures of children and homes of other lands. Children's expression work and "re-telling." Dramatisation of stories and rhymes—its use and value. Imitation of grown up people and their work.

NOTE.—Poetry attempted must be within the experience of the child and in line with its interests.

(5) Preparation for writing—The preparation through handwork and drawing. (See scheme under "Educational Handwork.")

Sense-training apparatus that helps the child to recognise likeness and difference.

(6) Number Teaching—Why we count. How primitive men learnt to count. The need of plenty of number experiences before symbols are introduced. Montessori Apparatus for form and size and number (apparatus based on this to be made under Handwork). How workers can introduce counting into children's games, bead threading and other occupations and through number games, *e.g.*, Skittles, quoits).

(7) School excursions.

(8) Games and singing—Rhythmic movements to music, songs about the farmer and his work, birds, fishes, animals, lullabies, action songs and singing Games, etc.

B. SCHEME OF WORK IN THE NURSERY SCHOOL AND DAILY PROGRAMME OF WORK.

Books of reference :—

1. Education by Life : B. Brown Smith.
2. The Montessori Method.
3. Practical Infant Teacher. P. B. Ballard.
4. History of Infant Education by R. R. Rusk (Longmans Green & Co.)
5. The Nursery School : by Margaret Macmillan. (M. Dent & Co.)
6. Nursery School Education : by Grace Owen.
7. The Open Air Nursery School : by E. Stevinson. (Dent & Co.)
8. The Modern Infant School : by Miss M. J. Wellock (Longmans Green & Co.)
9. Ratnana Sisu Sahitya.

II. PSYCHOLOGY OF EARLY CHILDHOOD BASED ON A DIRECT STUDY OF CHILDREN OF THE NURSERY SCHOOL AGE.

A. CHILD STUDY.

NOTE—This must be based on the student's own observation of the children in the Nursery School. Records of the children's physical, social, mental and moral development are to be kept by the students.

(1) The first two years of life—How the baby responds to stimulus—First instinctive reactions. Early habits—their importance and formation—how the baby discovers its own body and learns about the world around it.

(2) The Toddling stage. Instinct of self-assertion and its first manifestations.

Curiosity—How it may be used. Imitations and suggestibility in childwood.
Fear and Flight. Why we should never frighten children.
Pugnacity and how to deal with it. Acquisitiveness.
The social instinct—How it may be fostered. Importance of relationships. Creative and destructive instincts—How they may be satisfied.
The play of childhood—its meaning and value.

(3) The Nursery School child and its needs (a) physical (b) intellectual, (c) social and moral and (d) æsthetic. Ages 3 to 6, the time of greatest development. How the Nursery School sets out to supply those needs.

The "problem-child" and how to deal with it.
Froebel, Montessori and some modern pioneers. Adaptation of their methods to Indian conditions.

(4) History of Nursery School movement;

Modern Educational Developments—

The play way.
The Project Method.
Intelligence Tests and their use.

B. THE SCHOOL AND ITS PLACE IN THE COMMUNITY.

The Nursery School and its place in Education. Its place in the community.
How it supplements the Home.
How to bring about co-operation between home and School.
Parents' Clubs and Mothers' Day.

Books of Reference :—

1. Dawn of Character : Read Mumford.
2. The Nursery Years : Susan Isaac.
3. Modern Developments in Educational Practice : John Adams.
4. Studies in Childhood : Sully.
5. School and Child : J. Dewey.
6. School and Society : J. Dewey.
7. Five Years Old or Thereabouts : by Margaret Drummond.
8. The Child : by Dr. Montessori.

Reference Books—Kannada (To be given).

III. HYGIENE—PERSONAL, SCHOOL AND SOCIAL.

1. Hygiene—Its meaning and relation to Education.
2. Human body—Its Form and Functions.
3. Laws of Physical Development (Height and Weight relation).
4. Nutrition—Food and its dietetic value to Young children. Eating habits.
5. Cleanliness—Personal and general.
6. Clothing—Character and tidiness.
7. Breathing and Posture.
8. Fatigue in School.
9. Sleep and Rest.
10. Safety First.
11. Common ailments of children and their remedies.
12. Common communicable diseases and how to detect them and prevent their spread.
13. First-Aid in emergencies and sickness of children.

14. School Cleanliness and proper use of School Equipment.
15. Functions of the School Doctor or Nurse.
16. Open-Air Schools.
17. Care of Exceptional children.

Wherever possible, practice in Hygiene may be given through work in Hospitals, Clinics, Out-patient's Departments and Public Health Institutes.—

Names of Reference Books :—

(1) Nursery Guide by Louis W. Saner.
(2) The A.B.C. of Child Health by A. Wali.
(3) Personal and Community Health by Turner.
(4) A Manual of Hygiene and Public Health.—Das.

IV. EDUCATIONAL HANDWORK.

A. HANDWORK AND OCCUPATIONS SUITABLE FOR SMALL CHILDREN.

Note.—As far as possible, Indian materials will be used, especially articles which workers and children can bring from home or buy cheaply in the bazaar.

1. Bead Threading—How to use this favourite occupation to teach colours and counting.
2. Sorting Wool and Pieces of Material.
3. Stick Laying—Simple objects and pictures and designs made with match-sticks, broom sticks, later combined with small bangles and rings.
4. Paper work.—
   (*a*) Paper Rolling and Twisting—Paper Beads. Paper Weaving.
   (*b*) Paper Tearing. Tearing outlines of common objects etc., table, house, egg, clock, umbrella, cup, chombu, bell, etc.
   (*c*) Paper Folding, simple objects, *e.g.*, tent, boat, fan, box, mat.
   (*d*) Paper Cutting. Making scrap-books, by pasting in pictures cut from seed and other catalogues. Transfer of pictures. Making animals and other decorative friezes for the class-room walls.
   (*e*) Designs with coloured papers cut into geometrical shapes.
5. Stick Printing.—With match-sticks and sticks cut to form squares, triangles, circles, composing designs suitable to decorate book-covers, paper-table cloth, wall-friezes, etc. Printing with corks and strips of potato. Printing on cloth to decorate handkerchief, etc.
6. Clay Modelling.—Round objects, ball, orange, string of beads, square and rectangular objects. Rolling into long cylinders, making candle, skipping rope, ladder, walking stick, key, etc.

Common objects.—Cup, plate, brush, saucepan, spoon, bucket, illustrations of stories.

Coiled Pottery.—Decorating with simple designs.

Modelling in connection with nature work—leaves, fruits, vegetables.

7. Sand Tray and Sand Table Projects.

Illustrating stories and games—also homes of other lands.

8. Drawing with coloured chalks and Painting—Child's early scribbles large movements on black-boards, mass drawing.

Drawing round Geometrical insets and colouring inside, stencilling, free drawing and "expression work." Memory drawing.

Colour work—Painting with rag brushes and big splashes of colour.

Note.—The aim of all this is not the preparation of elaborate models by the students but experiments with inexpensive materials to discover occupations suited to children of different ages and ability. Students should be able to draw up graded schemes of handwork suitable for different groups of children.

B. STUDENTS' OWN WORK.

Construction of "Auto-education" and other Nursery School Apparatus.

(1) Fret-work—Student learns to make Montessori insets, simple shapes for children to draw round, story illustrations and simple toys.

(2) Card-board work—Making boxes to hold materials. Making simple apparatus for number reading. Sense training apparatus. Sand paper letters and figures.

Making house, school, chair, table, cage, lantern, kite and other articles needed for sand-tray scenes and story illustrations, etc.

(3) Construction of simple pictures and posters by pasting coloured papers on white or coloured cardboards. Making Health Charts. Illustrating stories, Nursery Rhymes, etc.

(4) Repairing toys, pictures and apparatus as need arises.

(5) Toy making from rags, cardboard boxes and waste material, etc., *e.g.*, cotton reels, match boxes, match sticks.

C. THE THEORY OF HANDWORK.

Handwork as a "Method." "Learning by doing."

Satisfying the creative instinct—Developing initiative and imagination.

Education for leisure.

Books of Reference.—

1. Practical Infant Teacher: Ballard, Five Volumes.
2. Primary Industrial Arts: Wilson.
3. Handicraft in the School, Volume I.

E. G. MCALPINE,
Director of Public Instruction.

INTERMEDIATE COLLEGE, BANGALORE.

Notification dated the 9th February 1938.

It is hereby notified for the information of the non-promoted students of the Junior Intermediate Class of 1936-37 of this College, that the Junior Intermediate Promotion Examination of 1937-38 begins on Thursday the 17th March 1938 and continues on the succeeding days according to the following time-table.

Only such of the students as have put in the required term during 1936-37 and failed in the Promotional Examination of 1937 are eligible to sit for this Examination in private.

Applications from candidates together with the application fees should reach the undersigned on or before Monday the 7th March 1938.

The following is the scale of application fee for the Examination :—

	Rs.	a.	p.
1. Science students	11	0	0
2. Art students	9	0	0

Form of application can be had at the College Office during the first week of March 1938.